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FACULTY PERSONNEL COMMITTEE
Recommendation

SR-91-92-101 (FPC)

To approve the following:

MODEL FOR MEASURING THE ALLOCATION OF FACULTY WORKLOAD AMONG THE VARIETY OF FACULTY ACTIVITIES

The measurement of faculty workloads is a major component of campus assessment and accountability activities. Recognizing the need to improve the methods used to evaluate faculty responsibilities, the University System Board of Trustees, under the leadership of the Chancellor, has urged the establishment of a system model on measuring allocation of faculty workload. Clearly defining a faculty accountability system is complex because at each of the institutions within the University System of West Virginia the assignments given to faculty members cover a wide range of responsibilities. An assignment of only classroom instruction in the University System is very rare except at the regional campuses of WVU. In some departments, significant research or other scholarly effort is expected, while in others there is an expectation of a major commitment to public service. In such departments with major research and/or public service commitments, classroom instructional responsibilities are reduced to permit certain faculty to have sufficient time to meet research and service obligations and to provide supervision of graduate students associated with these obligations.

For example, in a department with no graduate programs and limited public service expectations, an assignment might be 12 classroom credit hours per week plus the time equivalent to a 3 credit hour course expected in the form of service duties. A graduate faculty assignment might include 9 credit hours assigned to instruction (three 3-credit-hour courses), an equivalent 3-credit-hours assigned to research, and 3-credit-hours to service.

While it is difficult to design a comprehensive faculty workload accountability system that is applicable to all institutions within the University System, it is possible to begin clarifying how instructional activity is measured and what proportion of a faculty member's time it should consume. The three point model listed above is a concrete first step in this process. It is recognized that considerable work must be done to identify how research, service and administrative activity should be measured. It may be that the diverse nature of the institutions comprising the University System dictates that measures of these non-instructional activities be developed at the campus level within the general framework of this document.

MODEL

Measuring Faculty Workload

1. In higher education at least two to three hours of out-of-classroom preparation are needed for each hour in class. Based on this, a faculty member with no responsibility other than teaching, a rare occurrence, would have a full work week

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